AfC Virtual School

'Together we can achieve!'

Report compiled by

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Contents

Annual Report for AfC Virtual School 2015/16
Executive Summary

AfC Virtual School was established in January 2016 to champion the education of children looked after (CLA). This is the annual report for the Kingston and Richmond local authorities' children in care. In this first edition we are not able to report on national CLA data as it has not been released. A further edition will be published in January 2017 to reflect on peer attainment.

AfC Virtual School has seven mission statements which are based on the high level responsibilities found in 'Promoting the Education of Children Looked After', July 2014.

These are:
- attainment and progress
- attendance and exclusions
- education provision
- ePEPs
- training and CPD
- pupil premium and funding
- communication and working with others.

The mission statements are a golden thread through all our work and from the structure of the annual report, school improvement planning, leadership responsibilities and appraisal targets. We evaluate our current, overall performance as 'Good'.

Attainment and progress is 'Good' and most students achieve what is expected based on their prior assessment outcomes. In Kingston, Key Stage 4 students achieved 20% 5 A*-C where CLA peers attained 14% last year. Richmond has a general trend of being above the average for peers. We aim to improve and through data rigour and tailored interventions, raise performance further going forward. A particular area for development is that of post-16 education.

Attendance is 'Good' and through the new performance manager we are scrutinising systems which are impacting on data integrity. In Richmond, we have significantly closed the gap with peers. Exclusion data is 'Outstanding in Kingston' and 'Good' in Richmond. Fixed term exclusions in Kingston and Richmond are the lowest in three years and, of particular note, in Kingston reducing from 10.3% in 2014 to 1.92% in 2016.

Educational provision is 'Good' with most children in care in high performing schools and there is excellent practice around the reduction of children missing school. Improved school stability in Richmond is needed before we can be fully 'Outstanding' in this area.

Personal Education Plans (PEPs) have seen radical reform in 2015/16 and performance is 'Good', and particularly strong in Kingston. To become 'Outstanding' we are placing a strong focus on the quality of targets and the impact of pupil premium and post-16 practice.

Training and CPD are 'Good' and feedback is impressive. To secure 'Outstanding' going forward, we aim to track the impact of our training on specific pupil outcomes and through the production of the new website and school radio we aim to attract more delegates from out of area.

Pupil Premium has been a significant focus in the last couple of terms and the use of funding is innovative and distribution effective. To become 'Outstanding' in this area we need to continue to monitor impact with even greater rigour.

AfC Virtual School has shown a considerable commitment to communication and working with others in 2015/16, and education is seen as a high priority with all partners.

Overview of AfC Virtual School

Purpose of the Virtual School report

The purpose of the Virtual School report is to outline the achievement and progress of pupils within the Virtual School in 2015/16, to acknowledge our successes and identify areas for development. The report will provide an overview of initiatives within the Virtual School this school year.

Data contained within this report is for children looked after by Kingston and Richmond local authorities with particular reference to those who have been in care for a year or more as of 31 March 2016.

This report will be presented to the corporate parenting groups in Kingston and Richmond, **AfC Virtual** School Board of Governors and the Children in Care Council.

Context

Local authorities have a duty under the Children Act 1989 to safeguard and promote the education of children in care wherever they live or are educated. The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint a Virtual School Headteacher (VSH) who has the resources, time, training and support needed to discharge the duty effectively.

The Virtual School Headteacher is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authorities' children looked after as if they attended a single school.

Achieving for Children is a social enterprise company created by the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames to provide their children's services. With the arrival of a new Virtual School Headteacher in January 2016, Kingston's and Richmond's virtual schools were united as one school under the name **AfC Virtual School**. The Virtual School benefits from working within an organisation where the education of CLA is seen as a priority.

The role of the Virtual School

We know that children looked after and care leavers face significant barriers to achieving good educational outcomes, therefore closing the attainment and progress gap between children looked after, care leavers and their peers, minimising disruption to their education and creating a culture of high aspirations for them is a major priority for Kingston's and Richmond's local authorities and **Achieving for Children**.

AfC Virtual School maintains accurate and up-to-date information about how children looked after and care leavers are progressing in education and takes prompt action when they are not achieving well. It does this by providing advice, training and information for staff, carers and schools, ensuring that each child or young person has an up-to-date education plan and by providing direct support for children and young people to address their educational problems early to prevent them from escalating.

Staffing structure of AfC Virtual School
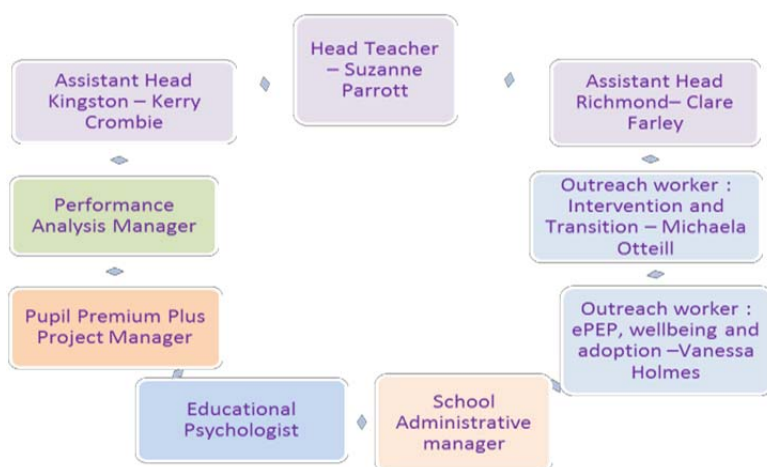
In 2015/16, **AfC Virtual Schoo**l moved to the Education Directorate from Social Care highlighting the focus on educational attainment and progress. AfC Virtual School works with school improvement partners and maintains strong working relationships with agencies across Achieving for Children especially the looked after and leaving care teams.

AfC Virtual School is led by the Virtual School Headteacher with two Assistant Headteachers (AHTs) providing day-to-day operational management of Kingston and Richmond cohorts. The VSH and AHTs are supported by an outreach and transition worker who provides targeted, time-bonded interventions to meet student need and a newly appointed performance analysis manager who ensures that statutory requirements around information are met through effective gathering, processing and distribution of data.

AfC Virtual School has converted to electronic PEPs during 2016 and used Pupil Premium Funding to support an ePEP Champion to provide training and ensure effective transition to the new system. In addition, Pupil Premium Plus funds have been used to engage a Pupil Premium project worker to source and evaluate the impact of strategic projects commissioned to raise attainment and support wellbeing. Other workers include a part-time school administrator who coordinates training events, supports Virtual School HR processes and manages school finance. Appointed to the team for next year are an educational psychologist and an outreach worker with responsibility for pupil wellbeing and the educational needs of adopted children.

AfC Virtual School Headteacher provides strategic leadership and is accountable to a Board of Governors, Corporate Parenting Groups and the Children in Care Council.

Mission statement

The seven areas of our mission statement are adapted from the 'High Level Responsibilities for Local Authorities' as set out in *'Promoting the Education of Children Looked After'* (July 2014) and these threads are the foundation of our annual reporting and school improvement planning.

Attainment and progress: We are committed to closing the attainment and progress gap between children looked after and their peers through stringent tracking of data and provision of suitable interventions. We are dedicated to promoting a culture of high aspirations.

Attendance and exclusions: We rigorously monitor attendance and exclusions and act promptly where there are concerns to minimise absence and reduce exclusions.

Educational provision: We ensure that children looked after have access to a suitable range of high quality education placement options that take account of their duty to promote pupils' educational achievement. We champion educational stability and have strategies in place to support transition.

PEPs: We have robust systems to ensure up-to-date, effective and high quality electronic PEPs which drive forward improvement.

Training and CPD: We structure an annual training programme which aims to meet the needs of those responsible for promoting the educational achievement of children looked after.

Pupil Premium and funding: We have systems in place to delegate Pupil Premium Plus to our school placements and the Virtual School uses funds imaginatively to raise attainment and improve wellbeing. We routinely monitor the impact of this spending to improve student outcomes.

Communication and working with others: We work together with partners to ensure that the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare. We regularly update our records so that effective information, reporting and data systems are in place.

Performance Area 1: Attainment and progress

Attainment and progress at Key Stage 1

Key Stage 1: % achieving L2 +/% achieving 100 (2016)

	2014				2015					2016			
Number of pupils Richmond	3 0% SEND				2 50% SEND					0			
Number of pupils Kingston	0 0% SEND				3 SEND not available					8 50% SEND			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM		Reading	Writing	Maths	RWM
Richmond	50	67	67	50	50	50	50	50		x	x	x	x
Kingston	x	x	x	x	100	100	100	100		25	25	25	25
National CLA	71	61	72	x	71	63	73	x		TBC	TBC	TBC	x
ALL national	90	86	92			88				74	66	73	x

2016	Richmond CLA	Kingston CLA	National CLA
% of pupils making expected level of progress in reading and writing	X	25	TBC
% of pupils making expected level of progress in Maths	X	25	TBC
% of pupils making expected level of progress in Reading, Writing and Maths	X	25	TBC
% where concern about school place or attendance	X	0	
% with persistent absence	X	0	
% with 1 or more fixed term exclusion or permanent exclusion	X	0	

Comment and analysis on Key Stage 1 attainment and progress

Richmond CLA
There were no Key Stage 1 students.

Kingston CLA
25% of students achieved the expected standard in 2016. Due to the change in assessment systems it is not possible to make comparison with previous years. There were eight children in the Key Stage 1 cohort at the end of summer term 2016. One of these children was a year delay due to her care background and uncertainties around her actual date of birth. Three children had a statement of educational needs or education, health and care plan (EHCP) and one received SEN support within school. This was a larger cohort than the previous year which had only three Key Stage 1 children. All eight children are part of the OC2 cohort and had school and foster placement stability since starting school.

All Key Stage 1 children attended a good or outstanding school and made progress from their starting points. All Key Stage 1 pupils had completed ePEPs and targets were closely monitored by the assistant headteacher for Kingston with any concerns being raised with the designated teachers and appropriate Interventions put in place.

Attainment and progress at Key Stage 2

Key Stage 2: % achieving Level 4+ /% achieving 100 (2016)

	2014				2015				2016			
Number of pupils Richmond	6 SEND % not known				3 33% SEND				4 100 % SEND			
Number of pupils Kingston	9 56% SEND				6 83% SEND				4 100% SEND			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
Richmond CLA% achieving Level 4/100(2016)	83	100	100	83	33	33	100	33	25	50	50	25
Kingston CLA% achieving Level 4/100 (2016)	67	56	67	56	67	67	67	67	25	75	50	25
National CLA	68	59	61	48	71	61	64	52	TBC	TBC	TBC	TBC
National all pupils	89	85	86	79	89	87	87	80	66	74	70	53
Richmond all pupils	x	x	x	x	x	x	x	x	x	x	x	67
Kingston all pupils	x	x	x	x	x	x	x	x	x	x	x	59

Richmond CLA Expected Progress Key Stages 1 - 2	100	100	100	100	0	100	100	0	100	100	100	100
Kingston CLA Expected Progress Key Stages 1 -2	80	80	80	80	67	67	67	67	75	75	50	50
National CLA	68	59	60	48	71	61	64	52	TBC	TBC	TBC	TBC
National all pupils	91	92	88		89	87	87		x	x	x	x

Comment and analysis on Key Stage 2 attainment and progress

This year has seen the implementation of the new expected standard of 100 for Key Stage 2. This has impacted on results nationally with only 53% of all Key Stage 2 pupils meeting the new expected standard. In Richmond, 67% of all pupils achieved the Key Stage 2 age expected standard of 100 and in Kingston, it was 59% compared with the national average for all pupils last year of 80%. This reduction is mirrored in our children in care results. Progress has been calculated based on teachers' assessments of pupils own progress from Key Stage 1 to Key Stage 2 rather than by a comparison with schools nationally where 0 represents average progress and negative or plus figures represent schools which are below or above the mean.

AfC Virtual School worked with all students across Year 6 to put in place a range of interventions including one-to-one support, outreach worker visits and attendance of Project Centaur, an equine therapy scheme we sourced and funded. Additionally, AfC Virtual School ensured that a transition package was in place for all students and this included designated teachers from secondary school attending the last Year 6 ePEP meeting. A more detailed results analysis of this key stage is available on request.

Richmond OC2 CLA
In 2015, 33% of Richmond Key Stage 2 CLA achieved Level 4 and above in RWM where the national CLA average was 52%. In 2016, CLA OC2 Key Stage 2 results show that 25%, of a cohort of four, achieved the expected standard (100) in RWM.

The proportion of pupils with SEND (either statement, EHCP or K) in the Year 6 cohort is 100%. Due to small sample sizes and the high proportion of SEND comparisons with national outcomes is unreliable as a measure of success. Comparison with national CLA will be available in due course but has not been published at the date of the release of this first draft.

All pupils had 'Good' or 'Outstanding' secondary schools in place for Year 7, including one which we asked the local authority to direct to ensure an appropriate EHCP hearing impaired specialist unit could be provided. 75% of pupils (three) were in-borough. The pupil placed out of borough was attending a special school and has severe disabilities. 100% of the cohort had one or more school move during the last two years.

Kingston OC2 CLA

In 2015, there were six Kingston children looked after taking Key Stage 2 exams and 67% of CLA achieved Level 4 and above in RWM where the national CLA average was 52%. In 2016, 25% of students achieved the expected standard of 100 in RWM and we are not currently able to compare this with the national CLA data.

75% of pupils made expected progress in Reading and Writing and 50% in Maths. The gender split was 50% boys and 50% girls with boys achieving higher outcomes than the girls which bucks then national trend.

In Kingston, 100% of the cohort either has an EHCP or is being supported in school for SEND. All students attended a mainstream primary school which was Ofsted rated 'Good' or above and had transition plans in place for a secondary of a similar quality. ePEPs were all completed in the summer term for this group and were audited by the Assistant Headteacher for Kingston and any concerns addressed with relevant partners. 75% of the Kingston cohort was educated in out of borough placements of which one student achieved the expected standard in RWM. 75% of young people had one or more school moves during primary.

Progress and attainment at Key Stage 4

	2014				2015				2016				
Number of pupils Richmond	9 22% SEND				9 44% SEND				8 25% SEND				
Number of pupils Kingston	9 34% SEND				8 38% SEND				5 40% SEND				
	5+GCSE A-C inc E&M	5+ GCSE A-C	5+ A-G GCSE	1+ A-G GCSE	5+GCSE A-C inc E&M	5+ GCSE A-C	5+ A-G GCSE	1+ A-G GCSE	5+ GCSE A-C	5+ A-G GCSE	C and above Maths	C and above English	1+ A-G GCSE
Richmond CLA	44	44	44	x	22	22	55	89	12.5	37.5	0	25	62.5
Kingston CLA	22	22	x	67	0	13	x	88	20	60	20	20	60
National CLA	12	17	x	x	14	18	x	x	tbc	tbc	tbc	tbc	tbc
All National	57	64	x	98.5	53	64	x	x	66.9	98.4	61	60.2	x

% CLA pupils making Key Stages 2-4 expected progress - three year trend

	2014	2015	2016 Personal progress from starting point
Richmond CLA- Expected level of progress English	50	33	87.5
Richmond CLA Expected level of progress Maths	50	22	62.5
Kingston CLA-Expected level of progress English	33	38	40
Kingston CLA– Expected level of Progress Maths	33	25	60
% CLA nationally making Key Stage 2-4 expected level of progress English	35	37	tbc
% CLA nationally making Key Stage 2-4 Expected level of progress in Maths	26	29	tbc
% pupils nationally – Expected progress English	72.9	71.3	x
% pupils nationally- Expected progress Maths	66.6	67.7	x

Comment and analysis on Key Stage 4 progress and attainment

Students in both local authorities have access to a wide range of interventions and support from **AfC Virtual School**. Data is scrutinised to determine the most appropriate support and this could include one-to-one tuition or careers advice from our partners **TLC Live** and **Fast Tomato**. Additionally, we provide outreach visits and direct funding of school-based activities. A more detailed analysis of this key stage can be issued on request.

Richmond CLA

Of the eight OC2 students, only one was a secure 5 A*-C student based on Key Stage 2 attainment and this is reflected in the 12.5% 5 A*-C result. However, 25% of the cohort achieved C or above in English. One student was capable of attaining C or above in Maths which was missed by one grade. This GCSE will, however, be retaken next year. A place at college has been secured. The eight students included two children with disabilities, one with a history of violent behaviour who had involvement with the educational psychologist and CAHMs and the other who is sight impaired and has learning difficulties. In the case of another student who had Level 4 in Reading and 3s in Writing and Maths at Key Stage 2, **AfC Virtual School** provided additional Maths support and arranged for extra art GCSE classes at Orleans Gallery. Although this student didn't achieve 5 A*-C, an A in Art was attained and the student has transitioned to college. Two students in the cohort were UASC and one was a school refuser who arrived with no English. Both have places at college for next year and will re-sit their GCSEs. **AfC Virtual School** worked closely with another student who obtained a C in English where they were previously working at an E in Year 9.

Measuring progress with this group is challenging as not all students enter care with comparative data. Where hard data does not exist we have assessed progress based on professional judgements of their teachers. Most students made expected progress from their starting points and there is an improved picture compared with previous years.

87.5% of students (seven out of eight) were educated out of borough, 25% had SEND and a further 25% of the cohort had under 90% attendance, including a school refuser. The majority of ePEPs were completed and reviewed by the Richmond AHT. 100% of the cohort moved school one or more times in the last two years. All pupils have college places for Year 12.

Kingston CLA
In Kingston in 2015, we dipped under the CLA national average of 14%, however, there was an improvement in the number of students achieving one GCSE grade A-G. In 2016, the Kingston Key Stage 4 cohort achieved 20%, 5 A*-C. One of the five students in the sample achieved 10 GCSE A*-C passes. This was in line with our targets based on Key Stage 2 results and following support from **AfC Virtual School** in one-to-one tuition, **Fast Tomato** careers advice and additional English support from the partner school. Progress in English and Maths shows an improving three year trend and is above 2015 national CLA progress figures. We aim to improve English attainment further going forward.

40% (two out of five) pupils were educated out of borough. 33% of pupils based at in-borough schools achieved 5 A*- C with English and Maths compared with 0% of pupils paced out of borough. 60% (three out of five) of students had under 90% attendance this included one student who spent periods of time in hospital and one school refuser. One student (20% of the OC2 cohort) was a 'year delay' following entry to the UK and completed Year 10 last academic year and was therefore not submitted for GCSE exams in 2016.

All ePEPs were completed for the summer term and carefully reviewed by the AHT for Kingston. Eighty percent of pupils have transitioned to college for Year 12. One student is receiving support from our outreach worker to support a transition to college following a period of illness.

Progress and attainment at Key Stage 5

2016 – Analysis of Key stage 5 CLAoutcomes

	3+ A Levels A-C grades	1+ A Levels A-C grades	A Level passes	BTEC passes	Other qualification
Richmond CLA qualification analysis at the end of Key Stage 5	4.3%	4.3%	4.3%	8.7%	30.4%
Kingston CLA qualification analysis at the end of Key Stage 5	0%	0%	0%	0%	67%

Comment and analysis of Key Stage 5, post-16 and care leaver outcomes

Fast Tomato was offered widely across Key Stage 5 students to support their career choices and enhance engagement and positive relationships with the Leaving Care team promoted effective sharing of information around these students. Many students successfully completed ESOL courses and a detailed breakdown of all results can be provided on request.

Richmond CLA
One student achieved three As at A level and will be reading politics at Oxford University in 2016/17. Another student received an offer for university, but due to their UASC status they are not eligible for funding. He is planning to retake his A Levels and with support from **AfC Virtual School** we aim for him to be admitted to university next year.

A further student achieved BTEC in Music and will be taking a Music diploma in 2016/17 at Kingston College and another young person will be taking a degree in music.

AfC Virtual School took over the monitoring of the education of post-16 CLA in January 2016 and has elected to support students until the end of Year 13 which has been extended from previous practice. Richmond NEET figures are at 30% for 16 to 18 year olds with the majority of these in Year 13. We are keen to build on more promising data from Year 12 where only four of 32 students across the whole cohort are not in education, employment or training as compared with a third of Year 13s. We aim to sustain these lower numbers as Year 12 move into Year 13 through close working with school designated teachers, partners in social care and through the implementation of new strategies.

Kingston CLA
One student made sufficient progress during the year and will now be studying motor mechanics alongside English and Maths GCSE. Another student achieved a Distinction in Animal Management and a further student will be attending college in 2016/17 to study Beauty Therapy.

In Kingston, there has been a considerable improvement in NEET figures with the current figure for 16/17 year olds at 3.3%. This is due to close working between **AfC Virtual School**, Leaving Care and the 14-19 Partnership. Year 12 NEET figures have improved from 16% in 2014 to 5% in 2016 and there is has been no drop out of education over the year. National NEET figures for all pupils are over double Kingston NEET CLA figures. Going forward we will be monitoring the education of post-16 through to the end of Year 13 as we have done in Richmond.

Evaluation of Performance Area 1, the attainment and progress of children looked after and care leavers

How good is the attainment, progress of children looked after and care leavers?

Richmond CLA
Over the past three years, Key Stage 2 outcomes have exceeded the figures for national CLA in some areas, however, small numbers mean that results fluctuate and it is difficult to draw conclusions regarding trends. During this period, pupils have made good progress against their starting point compared with national CLA data, and progress from Key Stage 2-4 improved in 2016 compared with 2015. In two of the last three years, Key Stage 4 results have been significantly above the national average for LAC.

Improvement is needed with regard to post-16 engagement in education however, **AfC Virtual School** has only started to actively support this area in the last couple of terms. New staff structures and strategies are in place to address under performance in this area going forward and our data suggests that engagement will improve for 2017 in this group.

Kingston CLA
Key Stage 1 results were above the CLA national average in 2015 and Key Stage 2 results have been comparable with national CLA figures over previous years and we await the release of 2016 CLA data to make comparison under the new system. Key Stage 4 results were as expected this year based on prior attainment and above the national CLA average.

The attainment and progress of children looked after is 'Good' and reflects the high standard of work of **AfC Virtual School** and other professionals, in driving forward improvements in the education of CLA.

What is the evidence of AfC Virtual School's impact on improving the educational experiences and outcomes of children looked after and care leavers?

Each looked after child has an allocated assistant headteacher who is responsible for monitoring the progress and attainment of a cohort of children. In addition, they make referrals to Admissions and promote high aspirations for CLA students within the educational provisions they attend. The AHTs, supported by the VSH, provide consistent advice and support to social workers, carers and schools to ensure that CLA education is prioritised in the decision making for each pupil.

AfC Virtual School provides challenge, if necessary, to ensure that the educational needs of children in care are not overlooked across the local authorities. AfC Virtual School's expertise and recommendations are respected by other professionals who involve AHTs in care planning, attend our training events and are supportive of new initiatives to raise the profile of education. In turn, AfC Virtual School is committed to close working with our valued partners in schools and across the local authorities and representatives regularly attend professionals meetings to champion children looked after's education. Where more detailed follow up work is required, AHTs refer students to the outreach worker for targeted, time-bonded interventions to assist in closing the gap. This role has been developed for next year to include specific transition activities from early years through to university to support engagement, improve attendance, reduce exclusions and raise attainment.

In June 2016, we recruited a performance analysis manager to effectively gather and track data around progress and attainment through the creation of a school performance tracker. This released the AHTs from data collection and enabled them to dedicate more time to student interventions. AfC Virtual School interrogates attainment, progress and attendance data to assess review and plan in similar way to a physical school supported by our partners at Welfare Call. Performance is a running item at weekly team performance meetings where outcomes are challenged and appropriate interventions discussed and this scrutiny will increase when the performance analysis manager becomes embedded in the role.

What are the key areas for improvement?

Our targets for 2017 are based on Key Stage 2 potential and appear in our **two year school improvement plan**. These will be reviewed regularly as the cohort changes. We are ambitious for our young people and high aspirations for their achievement and progress is the first of our mission statements and central to all we do.

Targets for 2017	Richmond	Kingston
Attainment		
Key Stage 2 RWM	67%	**0%** of current cohort based on prior attainment. To be reviewed regularly over the year.
Key Stage 4	50%	56%
Progress		
Key Stage 2-4	E 75% M 70%	E 75% M 70%
NEET 16-18	8%	8%

- Raise the progress and attainment of Key Stage 4 students to close the gap with peers and to be above CLA averages. Through training and partnership working we aim to prioritise Key Stage 4 educational permanence and minimise disengagement caused by school moves at this critical time.

- Develop the role of the performance analysis manager to ensure that the tracker is fully populated and informs intervention.

- Make effective use of the outreach and transition worker to provide time-bonded interventions, improve attendance, minimise exclusions and to raise attainment.

- Extend good practice in primary and secondary to our work with post-16 colleges: Target to narrow the gap with peers at Key Stage 5 and aim for 92% 16 to 18 EET for 2017. Reduce 16 to 18 and 19 to 21 NEET figures in Richmond and effectively share data and create personalised intervention packages for post-16 students through close working with Leaving Care and the 14-19 teams. Ensure that all post-16 students have termly, quality ePEPs with the new 'Next steps' section completed and frequent use made of our careers partners, **Fast Tomato**.

- Develop closer links with SEND colleagues to ensure that SEND students are fully supported and that their transitions to out-of-borough schools are attachment aware and time out of school is minimised. To make use of the EP and wellbeing outreach worker who will be starting in September to work with teaching colleagues and offer strategies to enable improved outcomes. To continue the focus on data scrutiny, early intervention, improved attendance, increased training offer, and ensure these initiatives come together to support and raise standards for SEND.

- Develop and implement the two year school improvement plan around the **AfC Virtual School** seven mission statements to drive up standards in each area and thus support attainment and progress of CLA.

Performance Area 2: Attendance and exclusions

	Richmond			Kingston		
	2014	2015	2016	2014	2015	2016
Average percentage absence R- Year 11	5.41	5.36	4.35	x	3.5	10.83
Percentage of students with persistent absence (85% and above until August 2015 then 90%)*	10*	7.5*	8.1	6	21.15	26.92
Percentage with one or more fixed term exclusion (National CLA FTE: 10.25%/National All pupils 3.5% - primary 1.02%, secondary 6.62%)	14.58	9.84	9.76	10.3	7.15	1.92
Percentage with permanent exclusion	0	0	0	0	0	0

Attendance three year trend

R- Year 11 % Attendance Richmond

	2013/14	2014/15	Progress over 2015/16			2015/1
			Autumn 2015-16	Spring 2015-16	Summer 2015-16	
95%↑	86.67	72.5	71.79	71.79	56.76	72.97
90%↑	90	87.5	62	84.62	89.19	91.89
85%↑	90	92.5	92.3	89.74	97.29	94.59
90%↓ (PA) (2015-16)	10	12.5	15.38	15.38	10.81	8.1
85% ↓ (PA until Aug 2015)	10	7.5	(7.69)	(10.25)	(2.7)	(5.4)
Average absence	5.41	5.36	4.96	7.49	4.64	4.35
National CLA average absence	3.9%	4.0%				TBC

R- Year 11 % Attendance Kingston

	2013-14	2014-15	Progress in Attendance over 2015-16			2015-16
			Autumn 2015/16	Spring 2015/16	Summer 2015/16	
95%↑	76	63	63%	67.31	59.62	65.38
90%↑		Not available	Not available	80.77	75%	73.08
85%↑	92	76	76%	86.54	86.54	78.85
90%↓ (PA) (2015/16)			Not available	19.23	25	26.92
85% ↓ (PA until Aug 2015)	6	21.15	Not available	13.46	13.46	23.08
Average absence	No welfare call and dependent on PEPs - missing info	3.5	Not available	Not available	Not available	10.83
National CLA Average Absence	3.9%	4.0%				TBC

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Comment and analysis on attendance and exclusions

Attendance

Richmond CLA

Over the last year there has been a focus on reducing absence with key groups of children. This has included analysis of the causes of high absence, where it occurred, and the development of an attendance action plan to address findings. Average absence for Richmond, in summer term 2016 was the lowest in three years for the OC2 cohort suggesting that interventions are showing signs of embedding. In Richmond, at Key Stage 3 OC2 attendance is positive with 0% persistent absence in the spring term down from 9.09% in the autumn term.

Kingston CLA

In Kingston, average absence is 10.83%. In Kingston, persistent absence is high at 23.08% and is an area which we are addressing through the appointment of a performance analysis manager to scrutinise data and facilitate early intervention. Through targeted use of our transition worker and ePEP outreach we aim to address the underpinning causes of absence. Additionally, we are working closely to support partners in order to minimise school moves and avoid absence during transition periods.

Kingston autumn and spring data shows that Key Stage 3 students' attendance is better than Key Stages 2 and 4. Termly attendance awards have been introduced across all cohorts and we aim to capitalise on Key Stage 3 improvement and continue the trend when students transition into Key Stage 4.

Exclusions

In Kingston and Richmond there is a three year trend of no permanent exclusions achieved through close working between **AfC Virtual School**, social care and our partner headteachers. Fixed term exclusions, in both authorities, were the lowest in a three year decreasing trend.

Evaluation of Performance Area 2: Attendance and exclusions

How good is the attendance of children looked after?

Annual absence for all peers nationally was 4.6% in 2015 and in Richmond this year we have closed the gap, as average absence was 4.35%. This is the lowest average absence for three years. Additionally, in Richmond R - Year 11 OC2 persistent absence has fallen to 8.1% down from 15.38% in the autumn and the lowest rate in three years. Kingston absence data shows that this is an area for improvement and is a focus for 2016/17. We are confident that this will be achieved once the systems applied to Richmond are shared across the school.

Kingston and Richmond have zero permanent exclusion and AfC Virtual School has closed the gap in this area with the national data for both looked after (0.06%) and all pupils (0.13%). In Kingston fixed term exclusions were at 1.92% in 2016 compared with 10.3% in 2014. In Richmond, 9.76% of students received a fixed term exclusion this year compared with 14.58% in 2014. In both local authorities we are closing the gap with peers.

Children looked after nationally had a fixed term exclusion rate of 10.25% and all pupils nationally was 3.5% which embraces 1.02% at primary and 6.62% at secondary. As our school spans across primary and secondary with a greater amount of children in the latter the secondary figures (6.62%) are a more useful comparison.

AHTs attend children missing education meetings with colleagues from across the Local Authorities to raise concerns and collaborate with other teams. The area of attendance and exclusions is 'Good'.

What is the evidence of the virtual schools impact on improving the attendance and exclusion performance of children looked after and care leavers?

AfC Virtual School works collaboratively with partners to ensure that, except in an emergency, all students are attending school and where this is temporarily not possible they have access to one-to-one tuition. The Virtual School has explored improvements in how data could be collected and calculated to ensure rigour which has seen positive results on the Richmond figures. We will now apply approaches to Kingston and expect to see an improved dataset from this cohort in due course.

Key Stage 4 attendance was an area for improvement which was addressed through a variety of strategies.

- A focus on sourcing schools at the same time as care moves and, except in an emergency, these moves to be planned in advance to avoid absence from education

- Through the appointment of a performance analysis manager to interrogate data and enable the team to arrange early interventions

- The introduction of performance analysis as a rolling item at weekly team meetings through the development of the Virtual School training provision

- AfC Virtual School has used PPP funds to invest in attendance rewards – book tokens and certificates to be distributed in the summer term to students who:
  - improved their attendance
  - achieve 95% or above
  - achieve 100% attendance

- The newly created AfC Virtual School attainment tracker has 'attendance' and 'school moves' columns to reinforce the link between school stability and improved attainment and attendance.

AfC Virtual School AHTs attend ePEPs where attendance is a concern and the outreach worker provides targeted intervention for students at risk of permanent exclusion. Through our training of partners we aim to promote strategies and increase understanding in order to further reduce exclusions.

What are the key areas for improvement?

- Absence to be under 4% the average absence nationally for CLA.

- Persistent absence under 8%.

- Zero permanent exclusion and fixed term exclusions under 6%.

In 2016/17, through the introduction of the transition coordinator, we plan to reduce absence in Year 11, track and support allocation of sixth form and college places for Year 12 and in partnership with a newly trained post-16 designated teacher workforce, closely monitor access to careers activities through the new ePEP template. We have identified that Key Stage 3 have positive attendance patterns which we want to support as they transition into Key Stage 4. Poor attendance in Key Stage 4 is linked to NEET in post-16. We are making improvements around attendance with the aim that NEET figures will reduce alongside persistent absence.

To ensure that effective practices are shared across both authorities and there is a reduction of absence in Kingston.

With the introduction of Welfare Call to monitor attendance at post-16 (summer term 2016) the Performance Analysis Manager, AHTs and other colleagues within the virtual school will be better able to monitor and put in place early intervention where a pattern of non-attendance emerges.

AfC Virtual School will have a designated EP professional within the team from September 2016 to provide early intervention support to schools, targeted support of students at risk of exclusion and training to DTs on effective teaching strategies for students with additional needs. Nationally, SEND students are six times as likely to receive a fixed term exclusion and over seven times as likely to be given a permanent exclusion. Pupils who have SEND but no statement, have the highest levels of exclusion, being nine times more likely to receive a permanent exclusion than pupils without SEN. CLA cohorts typically have high levels of SEND students and whilst this should not be used as an excuse it does assist with understanding the data and selecting the type of training required for partners going forward.

We are planning training for DTs in autumn 2016 on attachment and have given out an 'attachment in the classroom' resource at DT training sessions over the summer term. We aim for this training to be well received and support changes in practice around CLA to improve attendance and reduce exclusions. We plan to continue to raise awareness of the importance of early intervention and alternative options to exclusion for example, restorative justice which has been used effectively at one of our Richmond schools where wellbeing is a priority.

Full, comprehensive data sets are expected with the introduction of the data lead to inform early intervention. This includes monitoring days out of school between school moves on the school tracker.

Performance Area 3: School provision and pupil characteristics

Number of students in care to Richmond and Kingston across the whole school 31 July 2016

	2013/14		2014/15		2015/16	
	Richmond	Kingston	Richmond	Kingston	Richmond	Kingston
Statutory school age	55	65	69	89	65	78
Post-16	10 (Year 12)	x	29 (Year 12)	20 (Year 12)	62	34 (16+17 year olds)
Early years	N/A	x	1	21	5	7
Total Richmond Virtual School cohort	65	x	99	131	132	119
% of state school age with SSEN/EHCP	x	37	33	34	23	21.9
-% of national population with SSEN/EHCP	2.8	x	2.8	x	2.8	2.8
% of state school age who are	-	x	15	x	13.9	3.4

Breakdown of provision and key pupil characteristics: % In/Outborough

	2014-15						2015/16					
	RIchmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
Statutory school age	24	45	69	45	44	89	28	37	65	36	42	78
Mainstream	23	21	44	36	22	58	28	20	48	24	26	50
Special school	1	11	12	4	12	16	0	10	10	6	15	22
Alternative provision	0	8	8	5	5	10	0	5	5	2	2	4
UASC in college	0	2	2	0	5	5	0	x	x	0	2	2
NOR	0	3	3	0	0	0	0	x	x	0	0	0
SSEN/EHCP	5	13	18	9	20	29	5	x	x	8	23	31
% of UASC in all key stages including Key Stage 5	x	x	x	x	x	x	tbc	tbc	tbc	tbc	21.01	26.52

School provision grading

	2014/15						2015/16					
	RIchmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
% Good or Better	(23/24) 95.83	(30/45) 66.66	(53/69) 76.81	tbc	tbc	(81/89) 91.01	(24/28) 85.71	(35/37) 94.6	(59/65) 90.77	(31/36) 86.11	(36/42) 85.71	(67/78) 85.9
% RI	(1/24) 4.17	(3/45) 6.67	(4/69) 5.8	tbc	tbc	(7/89) 7.87	(3/28) 10.71	(1/37) 2.70	(4/65) 6.15	(2/36) 5.56	(3/42) 7.14	(5/78) 6.41
% Ungraded*	(0/24) 0	(10/45) 22.22 4 ILP 8.89 6 NOR 13.33	(10/69) 14.49	tbc	tbc	(1/89) 1.12	1 Academy awaiting grading (1/28) 3.4		(1/65) 1.54		1 awaiting grade (1/42) 2.38	(1/78) 1.28
% Other	X	X	X	x	x	X		1 NOR (missing) (1/37) 2.70	(1/65) 1.54	3 NOR (3/36) 8.33	2 NOR (2/42) 4.76	(5/78) 6.41

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School moves in a two year period

	2014/15						2015/16					
	Richmond			Kingston			Richmond			Kingston		
	In	Out	Total	In	Out	Total	In	Out	Total	In	Out	Total
Students who have had educational stability and not moved school over last 2 years.	Not known	Not known	41 (59%)	22	43	65 (73%)	21	19	40* (63%)	33	37	70 (90%)
Two plus school moves	Not known	Not known	20	12	13	25 (27%)	6	18	24* (37%)	3	5	8 (10.25%)
Three moves	Not known	Not known	4	0	3	3	0	2	2	0	1	1
Four moves	Not known	Not known	1	0	0	0	0	0	0	0	1	1
School moves during Key Stage 4	Not known	Not known	Not Known	Not Known	Not known	Not known	0	4	4	1	4	5

One student out of the whole cohort of 65 was long term missing hence total 64 here.

Comment and analysis of school provision and pupil characteristics

AfC Virtual School works closely with social workers to ensure that very few children miss education because they do not have a school place. When a pupil comes into care the Virtual School is informed supports provision of a school place. Where a student is likely to be out of school for a short time they are referred to TLC Live, our on line live tuition partners. Our aim is to find a school place in advance of, or simultaneously with, a placement move.

The Virtual School reports to the Achieving for Children CME monitoring panel within the Education Directorate.

Analysis of Richmond cohort
We have a rising population of children in care within the Richmond cohort, with 65 students in 2014 compared with 132 in 2016. We have recruited additional staffing to meet this challenge. 23% of students have an EHCP or statement compared with 2.8% of the national population. This is a factor that needs taking into account when making comparison with non-looked after peers.

School gradings have improved in 2016 with 91% in 'Good' or better schools compared with 77% in 2015. In 2015, 67% of out-of-borough schools were 'Good' or better compared with 95% in 2016. In addition to a general improvement in standards, it is positive that distance does not impact on the quality of provision offered to students.

In 2015, 22% of out-of-borough students had an ILP or were NOR. In 2016, there were no ILPs and one student in an academy awaiting an Ofsted grading which showed an improved performance in this area, reflecting that out-of borough young people receive as good a service as those in borough.

'Requiring improvement' (RI) grading was 5.8% in 2015 and is now 6.15% which is a slight increase. In 2015, three students out-of-borough were attending RI schools and one in-borough. This has reversed in 2016 to three in-borough and on out. Although we aim to have all our students in 'Good' or better schools, having students in a RI school in-borough with our close ties with the School Improvement Service, is less of a risk than having students out-of-borough in RI. Additionally, it is important to balance the risk factor of moving schools with that of attending an RI school. 63% of students achieved educational stability for two years without a school move, a slight improvement on last year however, ensuring more young people achieve educational stability is a focus for 2016/17. At the end of July 2016, we had three students who were CME in Richmond, one of whom was missing from care and one student on a reduced timetable due to a recent emergency move.

Analysis of Kingston cohort

There are fewer numbers in this cohort due to monitoring of education by the Virtual School stopping at 17. From September 2016, we are supporting students throughout Key Stage 5 in line with the approach in Richmond. There are similar percentages of statutory school age SEN students in Kingston and Richmond and this group represents over a fifth of the cohort compared with the national average for all pupils of 2.8%. This should be taken into account when comparing outcomes.

68% of Kingston statutory school age pupils attended 'Good' or 'Outstanding' schools which is equal to the percentage of all students nationally. Those students attending a 'Requires improvement' graded school were placed there prior to the current Ofsted grading. Additionally, 90% of Kingston statutory school age pupils had educational stability and didn't move schools in the last two years which is up from 73% in 2015. We hope to build on this success in 2016/17.

During the course of the Year 3 children were not on roll in-borough and two out-of-borough. These students were found appropriate schools, however due to MISPER some were not accessing education. These were closely monitored and data shared with partners at CME meetings.

Evaluation of Performance Area 3: School provision and pupil characteristics

How well does the virtual school secure appropriate high quality education?

The Virtual School provides 'Good' provision of education with 91% 'Good' and 'Outstanding' schools in Richmond and 86% in Kingston which closes the gap with all pupils nationally (86%). We aim to achieve 'outstanding' through improved school stability achieved by close working with our partner agencies.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

The Virtual School has effective partnerships with schools, social workers, admissions teams and SEN wherever they are placed and evidence shows that the Virtual School secures high quality education for most of its pupils with the percentage of pupils in 'Good' or 'Outstanding' schools improving across the Richmond cohort compared with 2015 and in

Kingston, a reduction in the percentage of RI schools. Investment in TLC Live, an online tuition service, offers the opportunity of rapid provision of education where students are out of school. Within the Virtual School there is an emphasis on sourcing high quality schools and rigorously pursuing a start date within days of a pupil being out of education. Time out of school between school moves is new addition to the tracker for 2016/17 to enable the VSH to monitor absence caused by school transition.

When selecting provision for students the Virtual School reads a school's Ofsted report and liaises with professionals within the provision to ensure a positive match to support students' needs. The Virtual School leads on sourcing provision whilst working collaboratively with colleagues. Although our aim is for all students to be in 'Good' or 'Outstanding' schools, occasionally we have students in 'Requiring improvement' graded schools where evidence shows that they are been well supported and that in balance moving schools would have a negative impact. It is rare that our students are placed in an ungraded or non DfE registered school.

Where students are without a school place, this is generally due to an emergency move or entering care without an existing provision. With new strategies around attendance, exclusion, transition and training along with challenges to performance at weekly Virtual School meetings, our aim is to ensure all students are accessing full time DfE registered, high quality education in future.

What are the key areas for improvement?

Target: 90% 'Good' or 'Outstanding' provision as compared with 86 % nationally 'Good' or 'Outstanding' schools. Establishing a culture of zero school moves in Key Stage 4.

- To continue to reduce the number of CME and NOR by effectively sourcing appropriate education in a timely fashion. Any cases where students are not educated in 'Good' or 'Outstanding' DfE registered provision to be routinely reviewed by VHT and AHTs.

- To continue work with schools, foster carers and other partners through discussion and training, to reduce fixed term exclusion and continue to uphold the excellent three year record of zero permanent exclusions and therefore reducing the number of students who are without education. Current practice to be developed in 2016/17 with the addition of an educational psychologist to the Virtual School team.

- To work with colleagues to reduce the need for school changes, especially in Key Stage 4, and to develop a protocol to ensure that schools are found in conjunction with residential placements.

- To develop a protocol for partnership working with colleagues in SEND, Social Care and VS to ensure that EHCP students are promptly found schools.

- Ensuring that post-16 provision is well matched to pupil needs, promotes high aspirations and meets DfE and Ofsted expected standards for children in care through closer working with Leaving Care teams and the 14-19 Service.

- Developing a greater awareness of cases which are on the edge of care through close working with relevant teams so that appropriate provision can be swiftly sourced should they come into care.

- Continuing to promote school stability by supporting Achieving for Children's plans for an in-borough children's home and increased recruitment of carers.

- Good relations are established with the Admissions teams in out-of-borough areas in addition to our own to enable timely sourcing of schools.

- Embed and extend the use of TLC Live tuition.

Performance Area 4: Pupil Education Plans progress and development

	2014/15 Richmond (only tw PEPs done)		2015/16 Richmond transition to three electronic PEPs a year			2014/15 Kingston (only two PEPs done)		2015/16 Kingston Transition to three electronic PEPs a year		
	Autumn	Summer	Autumn	Spring	Summer	Autumn	Summer	Autumn	Spring	Summer
Stat Sch age	94.34%	90.4%	83.33%	55%	83.58%	94%	81%	88%	66%	100%
Post-16	n/a	76%	40.98%	29.03%	51.61%	n/a	90%	62%	36%	79.41%
Early Years			x	100%	100%	75%	86%	83%	x	66.67%
Total in date PEPs across all phase of Richmond or Kingston cohort. August 2016	**69.40%**							**93.04%**		

Comment and analysis of Personal Education Plans

There have been considerable improvements made to administration of PEPs since January 2016 with a view to impacting on the performance of children in care. The transitions to new systems have been successful in Kingston with 93% completion rate and in statutory school age students in Richmond. Improvements can be seen between spring and summer as the new systems have embedded and despite the significant changes the performance was stronger in summer 2016 than in autumn 2015 prior to the changes.

Due to very small numbers in the early years cohort each child carries a large percentage and there can be considerable fluctuations from week-to-week.

Evaluation of Performance Area 4: Personal Education Plans

How good is the completion rate, quality and impact Personal Education Plans?

Partners are well supported by **AfC Virtual School** and our commitment to monitoring education can be evidenced by the fact that, despite significant changes, 93% of Kingston students across all phases and 84% of Statutory School Age pupils in Richmond have an in-date PEP. Taken in context the percentages, especially for the Kingston cohort and Years 1 to 11 in Richmond, are 'Good' with a high proportion of students having received three PEPs this year. However, there is development needed to enhance the quality of some of our reports and ensure that more PEPs are completed for post-16 students in Richmond. This is being addressed through the introduction of post-16 electronic PEPs which is intended will facilitate easier monitoring and transparent accountability.

Table of improvement with regard to completion over the summer term

	29/07/2016	10/06/2016	Difference
Kingston EYFS	66.67%	50%	+16.67
Kingston Years 1-11	100%	67.90%	+32.1
Kingston post-16	79.41%	0%	+79.41
Kingston	**93.04%**	**42.28%**	**+50.76**
Richmond EYFS	100%	100%	0
Richmond Years 1-11	83.58%	60.94%	+22.64
Richmond post-16	51.61%	0%	+51.61
Richmond Total	**69.40%**	**32.03%**	**+37.37**

AfC Virtual School's response to issues raised in the PEPs is 'Good' however we will strive, in 2016/17, for improved ePEP completion rates and high quality targets that are SMART and educational. Our training programme and learning conversations reinforce this message.

What is the evidence of the Virtual School's impact on improving the educational experiences and outcomes of children looked after and care leavers through the completion of ePEPs?

Robust and effective management of the Personal Education Plan process

AfC Virtual School has instigated changes since January 2016 to ensure maximum support for the education of CLA by increasing PEP meetings to once a term, moving from paper copies to an electronic monitoring system and implementing a more rigorous performance measure. The Virtual School took lead responsibility for the training of partners and by the appointment of an ePEP champion provided technical support to smooth transition. Further developments have been made with regard to extending ePEP provision to every child until they leave Year 13 rather than stopping at their 18th birthday.

New ePEP templates have been created to meet the needs of different phases, new national assessment systems and to offer closer monitoring of Pupil Premium Plus impact through the introduction of a Pupil Premium impact page. In addition, a post-16 ePEP template was created in June and will be in place for September 2016. The document outlines a list of 'next steps' activities so that the Virtual School can monitor students' preparation for leaving sixth form and college. Welfare Call joined us in delivering training on the new system in June 2016 to prepare partners for this change. The Virtual School distributed a one-off Pupil Premium Plus delegated fund to DTs of post-16 CLA to support the development of their role and encourage attendance of training.

We are committed to empowering our designated teacher workforce and believe that they are best placed to lead ePEP meetings and inform on student progress to targets over the term. Through training we have raised awareness of the ePEP as a living document which needs to be monitored by schools between ePEP meetings.

It is pleasing to see that final figures for the summer term 2016 showed 100% completion of Years 1 to 11 ePEPs in Kingston and 84% in Richmond. Since the current ePEP recording methodology has been in place, percentage figures have largely improved week-on-week.

We expect to see improvements in outcomes for post-16 with the implementation of the electronic PEP for this group in September 2016.

ePEP completion is now a standing item at weekly **AfC Virtual School** team meetings and ePEP data is regularly shared with social workers by the Performance Analysis Manager with monthly analysis of progress, underperforming areas and lists of incomplete ePEPs.

AHTs audit ePEPs on a termly basis and through the Welfare Call system are able to send feedback notes to colleagues in schools and return ePEPs that do not meet the required standard.

What are the key areas for improvement?

Target: 95% ePEP Completion across all areas. High quality SMART educational targets

- Through training and the auditing process we will focus on the quality and impact of ePEPs and especially of SMART, educationally focused, rigorous targets and clear accountability regarding use of Pupil Premium Plus funding.

- September will see the introduction of post-16 ePEPs. 2016/17 will see a new development of mid-review school visits where the ePEP outreach worker will monitor targets on site and provide support to designated teachers if required.

- We will instigate six monthly quality assurance audits of ePEPs and rag rate outcomes to highlight areas where standards are in need of improvement. In the summer term we started sampling PEPs at team meetings to share good practice which we will develop in 2016/17.

- Promote uniform high quality and standards of completion across the VS through sharing good practise across Kingston and Richmond cohorts.

- VSH to develop ePEP guidance on the website by the end of the autumn term 2016.

- For the Performance Analysis Manager to ensure Welfare Call is fully populated and kept up-to-date.

Performance Area 5: Training and CPD

Comment and analysis of training and CPD

Title of training	Date	Guest speakers	Feedback descriptor		Comments
ePEP training for Social Workers and designated teachers	24/02/16	Welfare Call	I found the presentation Informative, the training met my needs	94%	Clear presentation of ePEP from Welfare call. Useful and helpful session throughout. Many thanks
				100%	Very informative and Suzanne ensured training was done in a timely manner
Governors Training	12/05/16		I found the presentation informative	96%	Incredibly knowledgeable facilitators, able to answer any questions; fully able and totally inspirational
			The training met my needs	96%	Thank you all very much, perhaps I could volunteer for you once I've finished my term as a hovernor. You were all truly inspirational, thank you what you do
Post-16 Designated Teachers Training	27/06/16	Welfare call	I found the presentation informative	100%	I enjoyed the training and inspired by the guest speaker, Luke Rodgers. Welfare Call training was very informative
			The training met my needs	100%	Excellent more training please!
Designated Teachers Forum Richmond	29/06/16		I found the presentation informative	100%	I needed a general overview of LAC independent school, this was achieved
			The training met my needs	100%	
Social Worker Training Richmond	06/07/16	Foster focus	I found the presentation informative	93%	The training was very informative and a helpful refresher. The presentation for foster focus was truly inspirational and further input into social care would be of benefit for our young people
			The training has helped me develop my role as a social worker	86%	Good training, practical and focused. Speaker was thought provoking, will defiantly make me think more about re- framing
Foster Carer Training	11/07/16	Foster focus Aim Higher	I have better understanding of how I can support the education of the young person I care for	100%	Excellent, I will recommend to my colleagues. It was the best training I have been on in a long time. Everything was lovely, the people were friendly, content and food was great
			The training met my needs	100%	The Virtual School Team were so professional, I liked that they sat at our tables during lunch and chatted to us. I want my manager to come next time

Evaluation of Performance Area 5: Training and CPD

How good is the quality and impact training for designated teachers, social workers and carers?

We work closely with partners and offer both informal and formal training. We have increased our training offer to designated teachers and governors raising awareness of the barriers to learning and highlighting strategies to meet CLA's educational needs and reinforcing the responsibilities of professionals regarding CLA education.

The quality of training offered by the Virtual School is 'Good'. With the development of the Virtual School website we aim to increase the number of out-of-borough delegates and through broadening our reach and further evaluating the impact of our training we are aiming to become 'Outstanding' in this area by 2017.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

In addition to providing a formal training programme, **AfC Virtual School** offers a half-termly designated teacher network meetings. We are aware that this is primarily accessed by in-borough schools and hope that with the introduction of our website we can ensure that out-of-borough teachers are equally supported. We are keen to explore electronic approaches to meetings where distance is prohibitive of attendance of regular networking for example via podcasts and webinar. We have recently purchased equipment to facilitate streaming.

The VSH attends head of service meetings within social care and works with service leaders to highlight key areas that impact on education. AHTs attend regular Social Care team meetings to support new initiatives and raise awareness. The ePEP Champion has delivered one-to-one support to social workers to aid the transition to ePEP. Social workers have been invited to training on the new ePEP process delivered by the Virtual School and Welfare Call. Social workers have been offered training on new educational initiatives and our recent training has included an insightful talk given from Foster Focus offering insights from the point of view of a form child in care.

The introduction of quality assurance measures via the delegate feedback forms assist the VSH in developing training which most effectively addresses need.

AfC Virtual School has started discussions regarding offering training as part of the social care induction progress and for newly qualified workers. The VSH has presented to the Adoption team, Fostering team and School Improvement Partners. Directors of social care and education and representatives from fostering and health are on the **AfC Virtual School Board of Governors** and are kept well informed on developments within the Virtual School. Furthermore the VSH represents the views of children in care education at a wide range of meetings across the local authority.

What are the key areas for improvement?

Target: 95% 'Good' or 'Outstanding' feedback from every training event

- Embed the training programme offered to schools, social care, fostering, school governors and extend it to include IROs and widen engagement of out of borough partners.

- Extending training to offer greater support around post-16, SEND, attachment and wellbeing. This is scheduled for 2016/17.

- Through discussions with the Adoption team establish needs leading to the provision of training and support to adoptive parents in light of the DfE White Paper recommendations and expected new

- Parliamentary Bill.

- Evaluate the impact of training on the performance of pupils who are in the care of attending delegates compared with those who do not access training.

- Implement an Aim Higher mentoring programme to support foster carers and children in care in the home.

Performance Area 6: Funding available to the Virtual School

Comment and analysis of funding

AfC Virtual School is part funded by the Delegated Schools Grant and part funded by Richmond and Kingston local authorities. These funds are used to support staffing and the administration of the Virtual School. Day-to-day funding of the Virtual School is managed by the Virtual School administrator who meets regularly with teams in finance and the VSH.

An independent audit in May 2015 revealed that Pupil Premium Plus was not being as effectively distributed as it needed to be nor its impact monitored. Since January 2016 new systems have been put in place to address this.

Pupil Premium funding is used to finance a variety of strategic projects run directly by **AfC Virtual School** and to support in-school interventions decided by the designated teacher and monitored by the Virtual School Head via the ePEP process.

The Virtual School Head delegates £300 funding per student each term to schools with children. This has been carried out through partnership with the local authority Finance team.

In April 2016, a Pupil Premium page was added to the ePEP proforma with a view to designated teachers completion of this section identifying the impact of Pupil Premium Plus funding on children in care attainment. Embedding this process is a focus for 2016/17.

Where schools need supplementary funding for students they can access this through completion of an **AfC Virtual School** additional funding form which is processed at weekly Virtual School finance meetings.

Pupil Premium Funding has been dedicated to fund a pupil premium manager who works with the VSH to research evidence, source and run strategic projects and to monitor the value they add.

How good is quality and impact of the Virtual School's delegated Pupil Premium Funding?

Since 2016, AfC Virtual School has developed an effective system for delegating funds to schools and vendor forms are systematically sought to enable funds to be delegated to placements. The VSH and school administrator rigorously monitor that all schools receive funds, follow up any concerns and hold regular meetings with partners in finance. There have been considerable improvements in this area in 2016.

The Virtual School has records of funds distributed to pupils and is currently gathering information to measure the impact of this funding. There is a strong focus for 2016/17 on ensuring ePEP quality completion and AHTs will challenge where data on Pupil Premium spending is incomplete.

Systems of research, monitoring and distributing funds were created in the last couple of terms and are now becoming embedded. There is a designated member of the team who is responsible for finance systems and liaising with local authority teams and school business managers. We believe we are currently 'Good' in this area.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

AfC Virtual School documents interventions offered against each pupil and monitors the impact. Students who are underachieving are routinely offered one-to-one tuition. One example of the use of Pupil Premium is the provision of GCSE art for a Year 11 student who didn't achieve well in her school-based exams but attained an A in the art exam which has enabled her to go to college. Another example was learning leader intervention and guitar lessons which impacted on a much improved ePEP report. Additionally, one-to-one Maths and literacy tuition was used in another school and along with access to the school counsellor this enabled the student to make good academic progress, particularly in writing.

What are the key areas for improvement?

Target: 90% of ePEPs have fully completed Pupil Premium Impact sections. Attainment and progress targets are met

We feel we will be fully meeting the statutory requirement when we see all ePEPs with completed funding sections. All Pupil Premium impact columns completed and all partners aware of the VS delegated funding and additional funding process and this is effectively distributed to all schools. In order to achieve this, our development priorities are:

- to ensure that impact is demonstrated on ePEPs and that **AfC Virtual School** has clear records of impact against all spending

- to review prior Virtual School impact data along with research from bodies such as the Education Endowment Foundation and the Sutton Trust to ensure that all future planned Pupil Premium Funding has sound supporting evidence of raising attainment or wellbeing

- to raise awareness of Pupil Premium expectations and effective use of funding through on-going training and the development of the new **AfC Virtual School Website** due to be launched in November 2016

- for the VSH to update the Pupil Premium Policy

- to continue to work closely with finance to monitor accounting of Pupil Premium Plus.

How good is quality and impact of Virtual School strategic use of Pupil Premium Funding?

The Virtual School retains a portion of annual Pupil Premium Funding to support strategic projects. These are decided by the VSH and the Virtual School team and operationally managed by the Pupil Premium Manager. Funding is used innovatively and appropriately to raise attainment or improve Wellbeing. Feedback on projects and training is very positive and a detailed breakdown of strategic Pupil Premium funded projects in 2015/16 and their impact is available on request. Practice in this area is 'Good'.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers

The Virtual School uses Pupil Premium funding to impact on attainment for a variety of imaginative and diverse strategic projects. These include:

- one-to-one tuition from our online tuition partners TLC Live. One-to-one tuition has strong evidence of impact as sited in the Education Endowment Foundation

- careers advice from our online partners Fast Tomato. As a Virtual School, we have invested in Fast Tomato's careers programme which is available to all our students and will assist in setting goals and supporting them in selecting appropriate training, qualifications and jobs

- distributed of Letterbox to foster homes in both authorities; PACLA (London University) support this initiative to promote reading opportunities in the home

- investment in a website which is being developed over the summer and is intended to provide additional support to our partners, encourage participation in training, especially for out-of-borough colleagues, and to ensure colleagues are informed of developments, services and resources to support CLA that are available from **AfC Virtual School**

- Pupil Premium funds being used to support an ePEP champion who has provided one-to-one ePEP training to effectively smooth the transition to the new ePEP system

- funding selected students to take part in Project Centaur (equine therapy) which was very well received and students engaged positively. Anecdotal evidence from carers suggests that even at home, changes were in evidence. Social workers have also commented on how they hadn't seen some children in such an animated and social state – very promising feedback

- piloting **Chelsea's Choice** to raise awareness of CSE through drama with excellent feedback from students and staff, including the headteacher and safeguarding lead

- investing in a Pupil Premium Manager to develop a research-based approach to strategic projects which are systematically evaluated through feedback forms and ePEP scrutiny

- funding Welfare Call ePEP and attendance monitoring to improve PEP quality and reduce absence

- Pupil Premium Funding enabling us to offer a training programme with free resources for delegates to promote children in care progress

- organising an **AfC Virtual School** summer school with resources to support workshops including, music, art, science, broadcasting and drama

- weekly funding of a programme of drama workshops with Richmond Theatre and Culture4Keeps. Student feedback has been positive: 'Student A joined drama Club with enthusiasm, but was somewhat nervous with this new group of peers. She joined drama club with English as her second language and her English language skills have improved significantly in her time at drama club. This has been an important chance for her to practice public speaking and script reading with a supportive group of her peers.

She has really flourished, and her confidence has noticeably developed over the months she has been attending. Last term she performed on stage in front of a large audience at Richmond Theatre, and she continues to attend the club, working towards her next performance'

- Investment in Radio streaming equipment. Plans are in place for Radio Aspire Youth (RAY) in collaboration with a presenter from Radio Jackie.

What are the key areas for improvement with regard to strategic projects?

- Ensure that tracking of the impact of Pupil Premium strategic projects is robust.

- Raise literacy in Key Stage 2 through collaboration with PACLA and targeted primary schools.

- Work with Aim Higher to support high aspirations across all phases.

- Develop project with Aim Higher to work with foster carers and children in care in the home to raise aspiration through a graduate mentoring scheme.

- Next year, we will be seeing the development of our children in care radio station through collaboration with the Children in Care Council and Radio Jackie. We have invested in this media project to provide work-related learning experiences for students, improve literacy and to create a sense of belonging for students who are out-of-borough.

- Create a project to support adoptive students through the introduction of the new pupil premium funded outreach worker.

- Further development of an **AfC Virtual School** comprehensive website to support training and raise attainment

- We have identified a gap in interventions around wellbeing having funded a successful equine therapy programme. This has led to developments in staffing for 2016/17. **AfC Virtual School** team will be joined by an EP and wellbeing coach who will provide one-to-one support around emotional health.

- Maximise engagement by pupils in strategic projects run by the Virtual School.

Performance Area 7: Communication and working with others

AfC Virtual School works collaboratively with a range of professionals within the local authority and across partner schools. In order to fully support our children in care, it is of great importance that we work effectively as a team and to this end we attend a wide range of meetings and ensure that education is always a high priority. **AfC Virtual School** values our strong links with other services and supporting our colleagues is a priority within the team. Although not located within the Social Care Directorate, the work of the Virtual School is embedded within a multi-agency framework. Through being situated within the Education Directorate, we benefit from access to a wide range of networking opportunities with schools and to close working with the SIP team. It is through this connected and supportive network that the local authority is best able to raise standards of education of our children looked after.

AfC Virtual School members attend a wide range of meetings to represent children in care education, support others and where necessary champion change. The VSH attends social care heads of service meetings and the VSH and VS data lead attend performance management meetings, which enables the VSH to ensure children in care education is a priority with other service managers. The Assistant Headteachers attend placement panels and child missing education meetings and the VSH attends child sexual exploitation and local safeguarding children board meetings within social care. Additionally, members of the Virtual School attend school improvement meetings hosted by SPARK in the Education Directorate and the VSH attends Headteachers' Forum meetings.

The Virtual School works closely with foster carers and provides training to make sure that they are able to support the education of the children in their care. Supporting and challenging designated teachers in schools is central to the work of the virtual school. AHTs maintain regular contact with schools and colleges and use training, ePEP and other meetings to ensure that CLA and care leavers are supported to achieve. Training is additionally provided to school governors responsible for CLA.

To maximise our impact, we have invested in a website which is currently in the process of completion. We envisage this tool ensuring that we can provide a consistent and accessible support to all our partners whether they are placed in or out of borough.

Our work with others includes participation in the pan-London network meetings and attendance of the VSH's conference. AfC Virtual School's Headteacher is working with other VSHs to research effective use of Pupil Premium and develop closer working relationships with the Children in Care Council. These are two priority areas of the newly formed National Association of Virtual School Heads.

The VSH reports to the corporate parent groups in Kingston and Richmond and the Virtual School Board of Governors. Additionally, the VSH is accountable to the performance management board and receives support and challenge from a nominated SIP partner and two experienced VSH mentors. In 2016/17, we are developing the governance of the Virtual School and plan to allocate governors to each mission statement area.

We aspire to become the 'go to' resource for both authorities with regard to children in care education. In order to support this, we have appointed a performance analysis manager who is applying rigour to data collection and monitoring and making effective links with data managers in other services. With improved systems, we aspire to maintain a fully populated pupil progress tracker and ensure we have up-to-date pupil registers and accurate partner contact details on Welfare Call to improve ePEP and attendance monitoring. The Performance Analysis Manager is working with NCER and local authority professionals to work toward the implementation of the NCER Children in Care Project ('Project Circe' as was).

We believe that currently our work in this area is 'Good'.

What is the evidence of the virtual schools impact on improving the educational experiences and outcomes of children looked after and care leavers?

AfC Virtual School is reflective, evaluative and committed to ensuring our work with others has a positive impact on the outcome of our cohorts. In Kingston for the last two years, Key Stage 1 and Key Stage 2 results have been above CLA national averages and in 2016, Key Stage 4 is above the average attainment for CLA nationally. In Richmond, Key Stage 4 results have been above national CLA averages for the last two years and although attainment was disappointing students have progressed well from Key Stages 2 to 4.

We have restructured **AfC Virtual School**, combining the Kingston and Richmond teams, thus sharing learning. We have increased our training offer to partners and there has been more creative and strategic use of Pupil Premium. We attend a wide variety of meetings with other services and further demonstrate our commitment to communication through the development of the website and Radio Aspire.

With projects planned to carry out direct work within schools through our engagement in PALAC's literacy programme and by our sponsorship of Chelsea's Choice to raise awareness of CSE and our interventions within foster carers' homes through Aim Higher, we aim for the impact of **AfC Virtual School** to be in evidence across social care and education. Our summer school, virtual school radio, TLC one-to-one education, Fast Tomato, Letterbox and other projects already attract engagement and positive feedback from our young people, which we hope will go from strength to strength in 2016/17 and further demonstrate the impact of the Virtual School with others.

What are the key areas for improvement?

Target: 2016/17 engagement in Virtual School training and events improves by 50% on 2015/16. Website and radio are developed and there is a range of evidence to demonstrate VS collaboration with other services

- Improve data collection and ensure all systems are up-to-date through the development of the new to post Performance Analysis Manager's role.

- Improve attendance of training to ensure all schools are aware of recent developments.

- Implement a VSH newsletter and develop the website to reach out to all partners and improve attendance at training.

- Develop closer links with IROs.

- Continue to extend our work to a greater number of schools and designated teachers

- Ensure planning for training is carried out in conjunction with the AfC Workforce Development team and that Virtual School training events are effectively promoted.

- VSH to visit schools and develop closer relationships with headteachers.

- To develop the school radio service and report to the VSH network on outcomes.

- Through collaboration with the Director of Education and Governor team, create 'link governor' roles assigned to the seven mission statement areas and assign relevant training and activity plans.

- Continue to build a robust and well informed governing board which can appropriately challenge, guide and support the work of the VSH.

Glossary

A	**AfC**	Achieving for Children	
	AHT	Assistant Headteacher	
B			
C	**CLA**	Child looked after	
	CiC	Children in care	
D			
E	**EHCP**	Education health and care plan (replaces statement of special educational needs)	
	ePEP	Electronic personal education plan	
	EP	Educational psychologist	
	ESOL	English for speakers of other Languages	
F	**Fast Tomato**	Careers on line service	
G	**GCSE**	Exams taken in Year 11 in Key Stage 4	
H			
I	**IoE**	Institute of Education	
J			
K	**KS1, KS2, KS3 etc**	Key stages of education in schools	
L	**LAC**	Looked after children	
M			
N	**N**	National Consortium for Examination Results	
		Not in	
O			
P	**PALAC**	Promoting the achievement of children looked after	
	PEP	Personal education plan	
	PA	Persistent absence	
Q			
R	**RI**	'Requires improvement' Ofsted grading not permitted forC LA	
	RWM	Reading, Writing and Maths	
S	**SC**	Social care	
	SEND	Special educational needs and disabilities	
T	**TLC Live**	Online tuition delivered live by qualified teachers	
U	**UASC**	Unaccompanied asylum seeking child	
V	**VSH**	Virtual School Headteacher	
	VS	Virtual School	
W	**Welfare Call**	Agency which manages ePEPs and attendance for virtual schools	
X			
Y			